



The Agile Management Paradigm in Quality-Based Curriculum Development in Integrated Islamic Schools

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ABSTRACT

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The purpose of this study is to examine the application of the Agile Management paradigm in quality-based curriculum development, with particular attention to how adaptive, collaborative, and iterative principles enhance curriculum relevance and educational quality holistically. This study employs a qualitative approach using a case study design. Data were collected through semi-structured interviews, participatory observation, and document analysis involving key educational stakeholders, and were analyzed thematically through open, axial, and selective coding. The findings indicate that Agile Management contributes significantly to curriculum flexibility, stakeholder engagement, and continuous improvement. Adaptive practices enable curriculum adjustments aligned with students' needs, collaborative processes strengthen shared ownership among stakeholders, and iterative cycles support ongoing refinement and integration of learning innovations. These results demonstrate that Agile-based curriculum management fosters a responsive and sustainable educational framework. The study implies that integrating Agile Management principles into curriculum governance can strengthen quality assurance systems, support contextualized learning, and enhance institutional capacity for continuous improvement in integrated Islamic education.

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INTRODUCTION

In contemporary society, educational institutions are increasingly expected to respond to rapid social, technological, and cultural transformations while maintaining high standards of educational quality. Curriculum development plays a central role in shaping learners' competencies, values, and adaptability to future challenges. However, traditional curriculum management models often struggle to respond effectively to dynamic societal demands, particularly in faith-based educational contexts that must balance religious

values with modern educational expectations. Scholars argue that management paradigms emphasizing flexibility, collaboration, and continuous improvement are urgently needed to ensure curriculum relevance and sustainability (Prabowo et al., 2024; Murthosia et al., 2025). Evidence from recent educational reforms indicates that rigid and hierarchical curriculum governance frequently results in misalignment between learning content and students' real needs. Consequently, the application of adaptive management approaches, such as Agile Management, becomes socially significant as it offers a strategic framework to enhance curriculum quality while fostering stakeholder participation. This study is therefore important for society as it addresses how educational institutions can develop responsive, inclusive, and quality-based curricula that support both academic excellence and holistic student development.

Despite increasing awareness of the importance of quality-based education, many schools continue to face systemic challenges in curriculum development and management. These challenges include diverse student characteristics, limited institutional resources, growing demands from national education quality standards, and the accelerating pace of digital transformation (Prabowo et al., 2024; Murthosia et al., 2025). In integrated Islamic schools, these problems are further compounded by the need to integrate religious values with contemporary pedagogical and technological innovations. The absence of flexible management mechanisms often leads to curricula that are outdated, fragmented, and insufficiently responsive to social change. Moreover, curriculum decisions are frequently centralized, reducing opportunities for meaningful teacher, student, and parent involvement (Faiz et al., 2023; Mulyadi & Sutiah, 2025). As a result, the curriculum may fail to reflect learners' real contexts and aspirations. These persistent problems highlight the urgent need for an alternative management paradigm that enables schools to adapt continuously, collaborate effectively, and improve curriculum quality in a sustainable manner.

Empirical phenomena in schools indicate a growing shift toward participatory and adaptive practices in curriculum development. Educators increasingly recognize that student engagement, parental involvement, and collaborative learning communities are essential indicators of curriculum relevance and effectiveness (Khasanah et al., 2024). At the same time, the integration of digital technologies into teaching and assessment requires teachers to continuously adjust instructional strategies and evaluation models (Entriza, 2024). These changes reflect an evolving interaction between school culture, religious values, and modern management practices. Managerial decision-making processes are gradually moving away from top-down approaches toward feedback-driven and iterative models that involve multiple stakeholders. This phenomenon suggests that curriculum development is no longer merely a

technical task but a social and cultural process shaped by collective values, norms, and shared responsibilities. Such conditions provide a fertile ground for the application of the Agile Management paradigm, which emphasizes adaptability, collaboration, and continuous iteration in responding to complex educational realities (Musthofa, 2025; Utami et al., 2025).

Previous studies have extensively discussed the role of adaptive and collaborative management in improving curriculum quality. Susanti et al. (2025) demonstrate that the integration of Agile Management principles enables schools to adjust curricula iteratively in line with student needs and national standards, leading to improved learning outcomes (Albustomi & Zaini, 2024; Basri et al., 2024). Similarly, Rusdiana (2024) highlights that participatory management models in integrated Islamic schools foster collaboration among teachers, students, and parents, positively influencing curriculum relevance and student engagement. Other research emphasizes the role of technology integration and continuous improvement in enhancing institutional responsiveness to social and educational changes (Ishak, 2023). These studies collectively suggest that adaptive and collaborative approaches are essential for effective curriculum development. However, most existing research tends to focus on specific managerial components, such as teacher collaboration or technological adaptation, without examining how these elements are systematically integrated within a comprehensive management paradigm.

Despite valuable contributions, prior research reveals several limitations that warrant further investigation. First, many studies examine Agile Management or participatory approaches in isolation, rather than as an integrated framework encompassing adaptive, collaborative, and iterative dimensions simultaneously. Second, limited attention has been given to the interaction between religious values, school culture, and modern management practices in curriculum decision-making processes. As noted by Hariyanti et al. (2024), faith-based schools operate within unique socio-cultural contexts that require nuanced management strategies. Third, empirical evidence on how Agile principles influence not only curriculum quality but also organizational culture and stakeholder engagement remains scarce (Kusumawati et al., 2025). This study positions itself to address these gaps by offering a holistic analysis of Agile Management implementation in quality-based curriculum development, thereby extending existing literature beyond technical management practices toward a more comprehensive and contextualized understanding.

The novelty of this research lies in its comprehensive examination of Agile Management as a holistic paradigm for curriculum development in integrated Islamic education (Afifah, 2025). Unlike previous studies that emphasize partial aspects of curriculum management, this study integrates adaptive, collaborative,

and iterative principles involving all key stakeholders, including school leaders, teachers, students, and parents. Furthermore, it introduces a new perspective on how religious values and modern management practices interact socially and culturally to shape curriculum decisions. By conceptualizing Agile Management not merely as a procedural tool but as a value-driven approach that transforms school culture, this research contributes to the state of the art in educational management studies (Setiawan & Rizal, 2024). Addressing this issue is important, as integrated Islamic schools face increasingly complex demands from societal change, technological advancement, and diverse learner needs, requiring innovative and flexible management solutions.

Based on the above discussion, the central research problem of this study concerns how the Agile Management paradigm can be applied to enhance quality-based curriculum development through adaptive, collaborative, and iterative practices. This study argues that Agile Management offers a strategic solution to bridge the gap between educational management theory and practical challenges in integrated Islamic schools. The preliminary argument suggests that adaptive management improves curriculum relevance, collaborative processes strengthen stakeholder ownership, and iterative practices support continuous improvement and innovation. By addressing these dimensions simultaneously, this research contributes both empirically and conceptually to the field of educational management. It provides evidence that Agile-based curriculum governance not only enhances educational quality but also fosters an innovative, inclusive, and responsive school culture capable of meeting contemporary societal demands.

RESEARCH METHOD

This study employed a qualitative approach using a case study design to explore the application of the Agile Management paradigm in quality-based curriculum development. The qualitative case study design was selected because it enables an in-depth and contextual understanding of complex managerial practices, particularly adaptive, collaborative, and iterative processes within integrated Islamic education settings. This approach allows researchers to examine not only formal curriculum management procedures but also the social, cultural, and religious values that shape decision-making processes and stakeholder interactions. By focusing on a single case, the study provides rich and holistic insights into how Agile principles are interpreted and enacted in real educational contexts.

The research was conducted at an integrated Islamic secondary school that has demonstrated a strong commitment to quality-based curriculum development. The site was selected purposively as it represents an institution

actively engaging in curriculum innovation and stakeholder collaboration within a religious education framework (Saebani, 2024). Research participants included the principal, teachers, curriculum coordinators, student representatives, and parents, ensuring diverse perspectives on curriculum planning, implementation, and evaluation. This participant selection strategy was intended to capture the multi-stakeholder nature of Agile Management practices in curriculum development.

Data were collected through semi-structured interviews, participatory observation, and document analysis, including curriculum plans, meeting records, and internal evaluation reports. These techniques enabled data triangulation and enhanced the credibility of the findings. Data analysis followed an interactive thematic process consisting of data condensation through systematic coding, data display to identify patterns and relationships, and conclusion drawing and verification to ensure analytical rigor (Alaslan, 2023; Hasan et al., 2025). This analytical process allowed the researchers to connect empirical findings with theoretical perspectives on Agile Management and quality-based curriculum development while maintaining sensitivity to the educational and cultural context (Sulistiyo, 2023).

RESULT AND DISCUSSION

The application of adaptive principles enhances the responsiveness of the curriculum to student needs

The application of adaptive principles in curriculum development is an important element in ensuring that education at Mts Al-Amiriyyah Darussalam Banyuwangi remains relevant to the diverse needs of students. The challenge faced by integrated Islamic schools is how to balance academic demands, national quality standards, and religious values that are characteristic of the institution. The results of the study show that the principal and teachers actively adjust learning materials, evaluation strategies, and teaching approaches according to students' abilities, interests, and development. This approach allows the curriculum to be flexible and responsive to the dynamics of learning needs, making the learning process more personalized and contextual. One of the teachers explained in an interview:

"We always review the material every semester and adjust it to the students' level of understanding. If there are students who understand the material more quickly, we add additional challenges or projects, while for students who need more assistance, we provide intensive guidance so that all students can follow the learning process optimally."

In addition, the principal emphasized the importance of continuous reflection to ensure that the curriculum remains aligned with the school's vision: *"Every week, we hold curriculum team meetings to evaluate the methods and content that have been taught, then adjust them according to the students' progress. This helps us keep the curriculum adaptive and relevant."*

Based on interviews with all teachers involved, consistency in these adaptive practices was found, where each teacher adjusted teaching strategies according to student characteristics, utilized interactive media, and provided personalized feedback. These findings reinforce the evidence that the adaptive principle is not just theory, but is actually applied in the curriculum practice at Mts Al-Amiriyyah Darussalam, increasing student engagement, learning relevance, and the achievement of quality-based educational goals in integrated Islamic schools.

To understand how adaptive principles are implemented in curriculum development, a systematic mapping of the practices carried out by the principal and teachers is required. Therefore, this study formulates a number of key indicators that represent the main dimensions of the application of adaptive principles. These indicators are presented in the following figure to clarify the relationship between aspects of curriculum adaptivity.

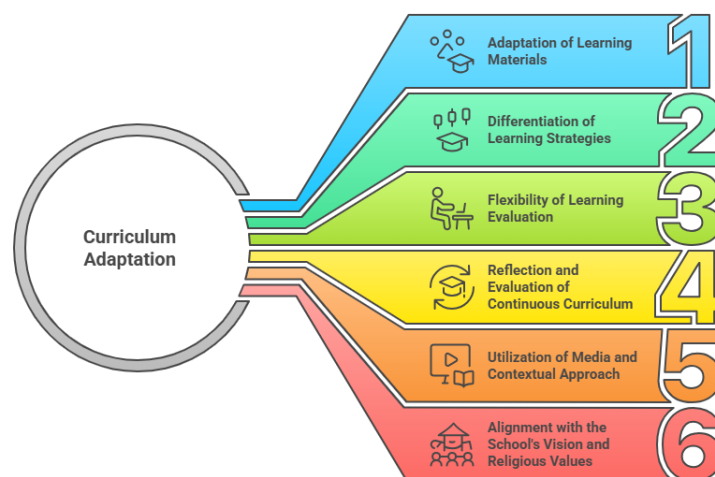


Figure 1; Application of the Principle of Curriculum Adaptation Dimensions

Based on the indicators that have been formulated, it can be concluded that the application of adaptive principles in curriculum development at Mts Al-Amiriyyah Darussalam Banyuwangi is structured and consistent. The adjustment of material, differentiation of learning strategies, flexibility of evaluation, and continuous reflection show that the curriculum is not static but

responsive to student needs. The integration of contextual media and the preservation of religious values strengthen the relevance of learning. Thus, the adaptive principle plays an important role as the foundation for realizing a quality-based curriculum in integrated Islamic schools.

Interpretation of the findings on the application of adaptive principles shows that flexibility in curriculum development is not merely a technical strategy, but a tangible manifestation of educational management that is responsive to the diverse needs of students. The practice of adjusting materials, methods, and evaluations to students' abilities and interests reflects the application of *Contingency Management* theory by Aminah, (2025) , which emphasizes that the effectiveness of leadership and management is highly dependent on the situational context, including the characteristics of students and institutional conditions. Additionally, this adaptive principle aligns with *the Constructivist Learning Theory* , where learning should actively and contextually build students' understanding, enabling them to develop knowledge through relevant and personal experiences. From a curriculum management perspective, these findings also support the idea of *Agile Management* Ridani et al., (2025) , which emphasizes iteration, continuous feedback, and rapid response to changing needs as the core of adaptive management practices.

Thus, the adaptive practices implemented at Mts Al-Amiriyyah Darussalam not only increase student engagement but also create a responsive and dynamic learning environment where the curriculum can evolve according to the school's academic and religious values. Conceptually, this confirms that quality-based curriculum development requires a balance between managerial flexibility and educational standards, as well as a deep understanding of student characteristics. By integrating *Contingency Management* theory, *Constructivist Learning*, and *Agile* principles, the school is able to implement adaptive strategies that improve learning effectiveness, curriculum relevance, and the achievement of integrated Islamic education goals holistically, while building a reflective culture among teachers and principals to support continuous curriculum improvement.

Collaboration among stakeholders strengthens curriculum development

Collaboration among stakeholders is a crucial factor in the development of a quality-based curriculum at Mts Al-Amiriyyah Darussalam Banyuwangi. The main challenge faced by the school is how to unite the perspectives of various parties, including teachers, curriculum staff, students, and parents, so that the curriculum design and evaluation processes are effective and relevant to the needs of students. The results of the study show that the active involvement of all parties creates synergy that improves the quality of the curriculum while strengthening student engagement in learning. This approach is in line with the

principles of *Agile Management*, which emphasizes cross-functional collaboration to ensure that managerial and curriculum decisions can be implemented in a responsive and adaptive manner. One of the teachers explained in an interview:

"Every time we develop or update the curriculum, we invite other teachers, curriculum staff, student representatives, and parents. These discussions allow each party to provide concrete input, so that the resulting curriculum not only meets academic standards, but also takes into account the needs and expectations of students."

In addition, the principal emphasizes the importance of open and regular communication between all stakeholders:

"We hold monthly meetings involving teachers, staff, and parents to discuss learning evaluations and suggestions for curriculum improvements. We also take student input into account through class discussion forums. That way, every change to the curriculum feels relevant and is accepted by all parties."

Interviews with all teachers and staff showed consistency in this collaborative practice, where each team member actively contributes to curriculum development, implementation, and evaluation. The participation of parents and students not only enriches the curriculum content but also creates an inclusive and collaborative school culture, enabling the implementation of a quality-based curriculum that is effective and adaptive to the needs of students.

Interpretation of the findings on collaboration among stakeholders shows that quality-based curriculum development cannot be optimally achieved without the active involvement of all relevant parties, including teachers, curriculum staff, students, and parents. This collaborative practice reflects the principles of *Agile Management*, which emphasizes cross-functional work, open communication, and continuous participation to improve the responsiveness and effectiveness of education management (Sofiah & Azizah, 2024). From the perspective of participatory management theory, stakeholder involvement in decision-making increases commitment, satisfaction, and collective responsibility for curriculum outcomes, resulting in more effective and sustainable implementation. Furthermore, this collaboration is in line with *Social Constructivism* theory, which emphasizes that knowledge and learning are formed through social interaction and dialogue, so that the involvement of students and parents in curriculum evaluation and revision helps create a more contextual, relevant, and meaningful learning experience (Damayanti & Aabidah, 2025).

This finding also supports the idea of *Collaborative Curriculum Design*, which emphasizes the importance of multidisciplinary teamwork in designing and adapting the curriculum to suit the needs of students, academic standards, and institutional contexts (Ruhushandy et al., 2024). Thus, collaborative practices

at Mts Al-Amiriyyah Darussalam not only improve the quality of teaching materials, but also build an inclusive, participatory, and adaptive school culture, where each party feels they have a role and responsibility in the curriculum development process. Conceptually, this confirms that cross-stakeholder collaboration is a strategic foundation for realizing a quality-based curriculum that is responsive to the needs of students and social changes, while strengthening the application of *Agile Management* principles in the context of integrated Islamic schools (Famella et al., 2025) .

Continuous iteration allows the curriculum to develop dynamically

The practice of continuous iteration is a key strategy in curriculum development at Mts Al-Amiriyyah Darussalam to ensure the relevance and quality of education is maintained amid the dynamics of student needs and developments in learning technology. The challenge faced by the school is how to flexibly adjust the content and methods of learning without compromising the religious values and quality standards that have been set. The results of the study show that periodic evaluations and curriculum revisions are carried out routinely, both every semester and after each specific learning period, so that any changes in educational needs or technological innovations can be accommodated immediately. This approach confirms the effectiveness of the iterative *Agile Management* principle, in which the curriculum is continuously updated based on feedback and analysis of learning outcomes. One of the school principals said in an interview:

"At the end of each semester, we review all learning modules and teaching strategies. If there is material that is not appropriate or methods that can be improved, we revise them immediately. We even integrate new technologies such as digital learning applications to make the learning process more dynamic and interesting for students."

Interviews with all teachers involved showed consistency in this practice; they acknowledged that continuous iteration allows them to adjust teaching strategies in real-time, maximize student engagement, and improve concept understanding. Several teachers added that this routine evaluation process also encourages professional reflection, corrects previous mistakes, and adjusts approaches to each student's learning abilities. These findings indicate that curriculum development is not static, but dynamic and responsive, so that the iterative principle can holistically improve curriculum quality, maintain the relevance of education, and strengthen the successful implementation of quality-based curricula in integrated Islamic schools.

Interpretation of findings regarding the practice of continuous iteration in curriculum development shows that periodic evaluation and revision are important mechanisms for maintaining the relevance and quality of education at Mts Al-Amiriyyah Darussalam. This practice confirms that the curriculum is not static, but dynamic, adaptive, and responsive to changes in student needs and developments in learning technology (Tuerah & Tuerah, 2023) . From a theoretical perspective, this is in line with the principles of *Agile Management*, which emphasizes iteration, continuous feedback, and the ability of organizations to adapt quickly to changes in the environment (Minabari et al., 2024) . Furthermore, these findings support the concept of *Continuous Improvement* in *Total Quality Management*, where continuous improvement processes form the foundation for enhancing the overall quality and effectiveness of the system. Iterative practices are also relevant to *Experiential Learning* theory, which emphasizes the importance of reflecting on experiences to develop more effective and personalized learning strategies (Safitri, 2025) .

The interview results show that teachers and principals actively review learning modules, methods, and technologies so that teaching strategies can be adjusted to students' abilities and interests in real-time. Thus, continuous iteration not only improves the quality of the curriculum in terms of material and methods but also builds a reflective culture and professionalism among teachers. Conceptually, these findings confirm that integrating iterative principles into quality-based curriculum development can bridge the gap between educational management theory, academic needs, and religious values, enabling the curriculum to develop holistically, relevantly, and adaptively in integrated Islamic schools. This approach serves as a strategic model for educational institutions seeking to implement responsive and sustainable curricula in the modern era.

CONCLUSION

The conclusion of this study confirms that the application of the Agile Management paradigm in quality-based curriculum development at Mts Al-Amiriyyah Darussalam Banyuwangi contributes significantly to improving the relevance, quality, and effectiveness of education. The findings show that the application of adaptive principles allows the curriculum to be flexible and responsive to the diverse needs of students. The principal and teachers actively adjust the learning materials, methods, and evaluations according to the abilities, interests, and development of the students, making the learning process more personalized and contextual. In addition, collaboration between stakeholders, including teachers, curriculum staff, students, and parents, has become a strategic mechanism that strengthens the quality of the curriculum. This

collaborative practice increases the involvement of all parties, facilitates open dialogue, and ensures that any changes to the curriculum are accepted and relevant to all stakeholders.

Furthermore, continuous iteration in curriculum development has proven effective in maintaining the dynamics of learning, where periodic evaluations and revisions of materials are carried out regularly to adjust to changes in educational needs and the integration of learning technology. From a theoretical perspective, these findings are in line with the principles of Agile Management, Contingency Management theory, Constructivist Learning, Continuous Improvement, Experiential Learning, and participatory management principles, all of which emphasize flexibility, reflection, collaboration, and responsiveness in curriculum management. Overall, the integration of the three main elements of adaptability, collaboration, and iteration forms a holistic approach that enables a quality-based curriculum to develop dynamically, maintain academic relevance and religious values, and build an innovative, inclusive, and professional school culture. This study provides empirical evidence that the Agile Management paradigm can be a strategic model for integrated Islamic schools in facing modern educational challenges.

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